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ABSTRACT

Designed to encourage and inform community college efforts to secure private financial support, this literature review and resource guide examine the current status of fund raising at community colleges and list pertinent information sources. After introductory comments advocate increased community college involvement in fund raising, the paper cites statistics showing the trends in and payoffs of such involvement. This section reveals increases in total amounts raised and in corporate and foundation giving. The next section examines barriers to community college fund-raising activities, and looks at ways that some colleges have overcome them. Next, the characteristics of successful fund-raising programs are reviewed; e.g., a defined plan of activity that relates specific programs to development prospects; a well-organized, active, and community-based board of directors; a committed and active president; and dedication of college resources to the effort. Information is then provided on the community colleges that have had the most success in fund raising over the past 5 years. Next, research and efforts to encourage fund raising are cited. The attached resource guide lists associations that can provide support and information, defines terms, and lists books and articles on alumni giving, case studies of successful programs, corporate giving, the establishment of community college foundations, the role of the foundation's executive director, the non-financial functions of the foundation, the college president's role, public colleges and private giving, revenue enhancement, specially funded programs, success criteria, strategies for fundraising, and trustees and foundation boards. (AYC)

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EXCELLENCE IN EDUCATIONAL FUNDRAISING AT AMERICA'S COMMUNITY COLLEGES

AND A

KEY RESOURCE\$GUIDE FOR EDUCATIONAL FUNDRAISING

by

G. Jeremiah Ryan
Vice President, Institutional Advancement
Monroe Community College

May 1988

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America's Community Colleges**

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Vice President, Institutional Advancement
Monroe Community College
Rochester, New York**

May, 1988

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Excellence in Educational Fund Raising at
America's Community Colleges

As one considers the benefits which accrue to a college from having a successful foundation, it becomes more difficult to understand why so many community colleges are inactive in this area.

Alan Robertson, President
Santa Fe Community College (1)

American higher education is confronted with two challenges that are fundamentally connected. First, the public is demanding, through its governmental and business leaders, that a workforce containing individuals whose skills significantly exceed basic literacy be created. Second, the financial stability of colleges and universities is threatened by level or decreased funding from all governmental sources. Nowhere in the higher education spectrum do these two connected challenges impact more than on the community colleges.

Traditionally community colleges have seen themselves as partners in the development of a total community. Community colleges are expected to produce the technical backbone of local industries while simultaneously serving "at-risk" students who need higher education to obtain employment in an increasingly complex economy. The partnership has continued and flourished despite inadequate funding through tuition and governmental appropriations.

How have community colleges continued to be full partners in economic development while receiving "fewer dollars" or "less support." Colleges and universities have always relied upon the development of endowments and funds from private sources. Community colleges have been forced to take the same path in order to continue providing quality services.

Although relative newcomers to educational fundraising, community colleges have begun to secure support from private resources, primarily corporations and foundations. This diversification is essential for financial stability.

Dr. Robertson's comment, written in 1981, is even more true today than it was in 1981. Community colleges that have mounted aggressive educational fund raising programs have been richly rewarded for their efforts.

As the leaders of Community Colleges look past the 1980s to the 21st century, private resource development looms as a crucial element of College operations. The private sector may be the greatest potential for increased financial support.

The Status of Educational Fund Raising

The funds raised have been used to 1) guarantee access to an education through scholarships, to 2) sponsor special training programs for faculty that will meet unique educational needs and increase faculty retention, and 3) to upgrade instructional programs by providing state-of-the-art technical equipment.

The educational fund raising efforts of community colleges have paid off. The Council for Aide to Education (CFAE) reported that community colleges raised \$65,512,000 in FY1987, up from \$64,601,000 nation-wide in FY1986. (2)

CFAE reported that corporate giving to all colleges and universities totaled \$1.8 billion in 1986-87 compared to \$1.7 billion in 1985-86. (3) Corporate giving to community colleges totaled \$19.8 million, up from \$16.4 million in 1985-86 and \$10 million in 1984-85.

Table 1

Corporate Giving to Higher Education

	All Higher Education	Public Community Colleges
1986-87	\$1,800,000,000	19,835,000
1985-86	1,702,000,000	16,393,000
1984-85	1,574,000,000	10,017,000

Source: Council for Aid to Education

Although reported corporate support for public Community Colleges has doubled since 1984-85, it still remains at about 1% of all corporate contributions.

Giving to community colleges by major American foundations has also increased dramatically in the past five years. The Foundation Center has reported that community and junior colleges received \$8.6 million in 1986 compared to \$6.8 million in 1985. (4).

Table 2

Foundation Giving to Education

	All Education	Community and Junior Colleges
1986	\$ 851,103,000	\$8,635,000
1985	716,473,000	6,809,000
1984	578,089,000	7,082,000
1983	608,239,000	5,395,000
1982	634,450,000	4,388,000

Sources: The Foundation Center

Similar to corporate giving, foundation gifts to community and junior colleges have increased significantly since 1984-85. Nevertheless, they represent only 1% of all gifts to education by foundations.

The reliance of community colleges on corporations for the major portion of their private resources varies significantly from the experience of other higher education institutions. The American Association of Fund Raising Council Trust for Philanthropy reported that in 1986 businesses provided 23.0% of all giving to higher education and foundation giving was 18.4%. (5). The Council for Aid to Education reported that for the same period, corporations contributed 43.9% of the gifts to community colleges and foundations contributed 13.0%. (6)

Table 3

Percentage
Giving to Higher Education
By Source
(1985-86)

Source	All Higher Education	Community Colleges
Alumni	24.6%	1.8%
Other Individuals	24.0%	29.8%
Businesses	23.0%	43.9%
Foundations	18.4%	13.0%
Religious Organizations	3.0%	.1%
Others	7.0%	11.4%
	100.0%	100.0%

Sources: American Association of Fund Raising Council
and Council for Aid to Education

As the private resources have increased and the enrichment programs they help have been developed, educational fund raising programs should have proliferated. They have not. Impressive as the gains in educational fund raising are, relatively few community colleges have benefited from the increased flow of dollars. Of more than 700 colleges that have created foundations, only eight reported gifts exceeding \$1 million in FY1986. During the five-year period of 1982 to 1986, only 21 institutions raised more than \$1 million. (7) In addition, only 166 institutions participated in the most recent CPAE survey. (8)

The Gap Between Promise and Reality

What has created such a gap between promise and reality? Five fears - fear of rejection, competition, involvement, cost, and conflict. First, many researchers have documented the fear community college trustees and presidents feel about their requests for private dollars being rejected. The rejection they anticipate centers on whether or not a public community college supported by tax dollars should be asking for private dollars as well.

Second, colleges and universities, especially private institutions, are viewed as formidable competitors. They have long histories of successful fundraising and large development staffs.

Third, many community college presidents find fundraising a threatening activity. Others are wary of the time commitment a development program requires (9).

Fourth, many community colleges fear the cost of initiating a major fundraising effort. As a result, they start their programs in a tentative, low-cost, exploratory manner (10).

Fifth, there is the fear of conflict between Trustees and Foundation Board members over College fundraising priorities, and there is the fear that College faculty will not be supportive of allocating the necessary resources to make the fundraising effort successful.

The successful community college fundraisers have been able to overcome these five fears. First, the perceived public apprehension about giving to a community college may be met head on by answering the following questions:

1. Why does a public institution of higher learning need to raise corporate and foundation dollars?

The monies received from state and federal sources are inadequate for the improvements needed to train employees in the technologies, where state-of-the-art equipment changes rapidly. Recent federal and state reductions in student assistance underscore the need for additional sources of revenue.

2. Why do community college students need scholarships?

The college population is increasingly diverse. It includes recent high school graduates, returning women, workers updating skills, international students, senior citizens and handicapped students. A greater percentage of these students need financial aid than would be expected of a more homogeneous population.

3. Why are additional facilities and equipment needed?

State-of-the-art equipment and facilities are needed to keep pace with rapidly developing technology in business and science. In addition, more students need access to computers, and the academic and administrative uses of computers now have to be separated.

4. How will faculty use enrichment opportunities?

Many forms of professional development are deserved and needed. They include: attendance at faculty workshops; special leaves to study new disciplines; exchanges with business and industry allowing faculty to gain related work experience; special faculty projects in research, curriculum development, and retraining; recognition of excellence in teaching through endowed chairs.

Successful community colleges have also addressed the fears by adopting traditional approaches to educational fund raising. A study of the ten most successful colleges, with success being defined as total dollars raised, revealed that all shared the following characteristics (11):

1. They had highly respected academic programs, high community profiles, large enrollments, and significant pre-existing corporate support.
2. The college president's involvement in fund raising was necessary for success.
3. The existence of a full time development person with an office was essential for success.
4. The colleges adopted the approach "Spend money to make money."

Characteristics of Success

Recent research has verified and strengthened the findings of prior work regarding the elements of a successful educational fund raising program at community colleges. The four elements of success most often cited in the literature are as follows:

- * A defined plan of activity that relates specific programs to specific development prospects. Glandon's work (12) validated previous work by Duffy (13) and Degerstedt. (14)
- * A well organized, active, inferential, and community-based Board of Directors. Crowson (15), Johnson (16)

and Glandon (12) have all concluded that an active Board is an important ingredient for success.

- * A committed and active president. Schulze (17), Glandon (12), and Johnson (16) dealt with this aspect of the educational fund raising program and found that presidential involvement was just as important as Duffy (13) had indicated.
- * Dedication of college resources to the effort, most importantly the presence of a Chief Development Officer. Smith (18) found this to be second only to the president's role in her study.

Interestingly, researchers of community college educational fund raising have identified as important the same four criteria cited by Pickett as necessary for effective development at traditional institutions.

To be effective, community colleges should strive to model their fund raising programs after their more traditional neighbors. There is one exception to this rule, however. Community colleges should put as top priority identification of corporate prospects instead of alumni. Although alumni fund raising is occurring and increasing, corporations are a much better target according to CFAE.

A recent study of 200 corporate giving programs by Pokrass (19) indicates that the potential exists for significant corporate contributions to two-year colleges. To tap that potential, institutions must first understand why corporations will or won't give. Pokrass cites four lessons that Community Colleges must learn:

1. Make greater use of alumni as liaisons with companies.
2. Tailor educational fund raising to companies whose interests are similar to those of the school.
3. Look close to home.
4. Do more research on company giving practices.

Models of Success

What community colleges have had the most successful educational fund raising programs over the past five years? Why have they been so successful?

The author and Nanette Smith, Vice President of Development at Edison Community College (Fla.) asked these questions of the chief development officers at the top ten fund raising community colleges institutions as identified by a review of data supplied by the Council for Aid to Education. Institutions that had only

ranked in the top ten once in the five year-period were not included in the adjusted list.

The use of CFAE data does pose a significant research limitation. Only about 15% of community colleges report to CFAE, compared to 57% of four year colleges. The team assumed, however, that the more successful community colleges would be most likely to report to CFAE.

The results of this identification process are reported in Table 4.

Table 4

TOP TEN PUBLIC TWO-YEAR COLLEGES

Total Support Reported to CFAE

From 1981-82 to 1985-86, Adjusted For Most Top Ten Finishes

	Total Support	Years In Top Ten
1. Dallas Community College	4,314,087	5
2. Miami-Dade Community College	4,262,712	5
3. Foothill-DeAnza Community College	2,973,952	2
4. Triton College	2,661,618	3
5. Jamestown Community College	2,478,474	2
6. Santa Fe Community College	2,256,698	2
7. Tyler Junior College	2,141,523	2
8. Edison Community College	1,918,071	3
9. Valencia Community College	1,850,963	3
10. Washington St. Community College Dist.	1,746,163	2

Source: Consolidated Reports of the Council For Aid to Education

Once identified, the chief development officer at each of the top community colleges was called by the research team. Each officer was asked the same nine questions:

1. What factors contributed to the college's success?
2. Is there a Chief Development Officer? To whom does the individual report?
3. What solicitation publications were distributed?
4. What solicitation programs were sponsored?
5. What other personnel, if any, exist to support the following development brochures:
 - a. Annual Fund
 - b. Alumni Solicitation
 - c. Corporate Solicitation
 - d. Foundation Solicitation
6. What is the time commitment to private fund raising development of the Chief Executive?
7. What is the time and financial commitment of the college's Board of Trustees?
8. What is the time and financial commitment of the college's and Foundation's Board of Directors?
9. What organizational changes will be needed to increase success?

The research team found chief development officers eager to share their experiences. The original nine questions quickly proved to be only the start of lengthy telephone interviews that yielded helpful insights.

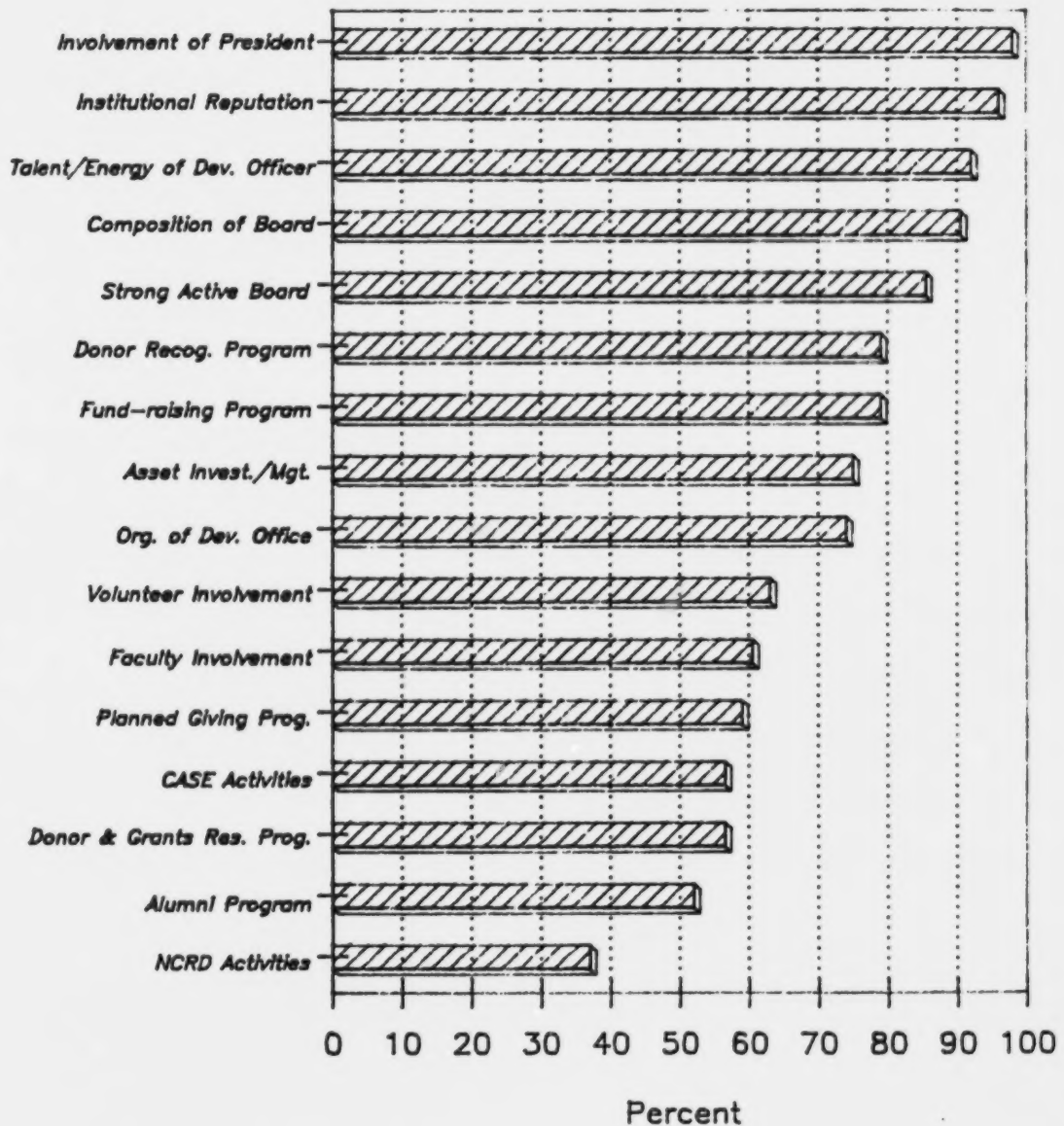
First, success is almost never achieved overnight. Foundations were rarely successful at first because they were starved for resources, victimized by reverse turf wars (no one wanted them) and lacking the attention and commitment of chief executives. Johnson's study addressed this issue and concluded that the older an active foundation becomes, the greater is its opportunity for success.

The respondents also reported that their transitions to success from failure occurred when their institutions adopted the four characteristics of success identified by Pickett and the legion of community college researchers: excellent boards, active presidents, development staff, well planned programs.

Figure 1 summarizes Smith's complimentary study of the factors required for successful community college educational fund raising programs. Three of the four factors deemed important by 90% of the respondents are on the list developed by researchers and Pickett. The fourth area is institutional quality.

Figure 1

FACTORS CREDITED WITH SUCCESS OF COLLEGE ADVANCEMENT PROGRAMS



Respondents also reported pre-existing conditions that they believed made it easier for their institutions to achieve success. These institutions had the following prior to initiating fund raising programs:

- * Highly Respected Programs
- * High Community Profiles
- * Significant Community Support
- * Well Developed Advancement Areas

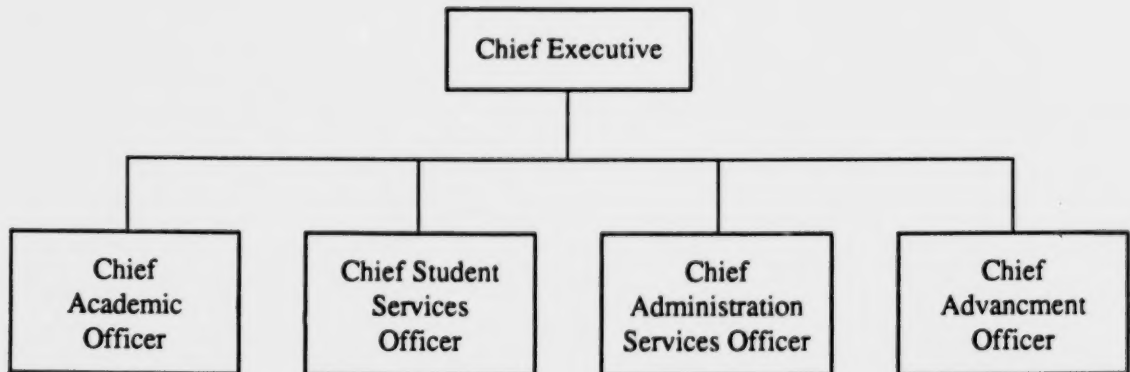
In addition, most of the top ten fund raising colleges reported an organizational model that recognized the importance of development to the operation of the institution. Figure 2 shows this "traditional" fund raising model as applied to a community college table of organization.

Figure 2

Model Table of Organization
for
Community Colleges With a Successful
Development Activity

Model of College Development/Advancement Foundation

(Line Model)



Source:

Smith, Nanette J. "Organizational Models of Successful Advancement Programs." Paper presented at Annual Conference on Advancing Two Year Institutions of the Council for the Advancement and Support of Education. (3rd, Alexandria, Virginia, December 9-11, 1986)

Lastly, the successful fund raising colleges reported significant institutional resource commitment to the development effort. The colleges dedicated themselves to the "spend money to make money" concept. The colleges most often budgeted the following items: executive director's salary, postage, phone, supplies and space. Fund raising revenues were used to pay for special events, director solicitation activities, and solicitation materials.

Research on Characteristics of Success

The articles and studies listed below directly address the characteristics of successful fund raising programs at community colleges. Recent dissertations by Johnson, Glandon, and Crowson have expanded on the earlier works of Duffy, Degerstedt, and Sharron.

Dissertations in progress by Henry, Schulze and MacNamara will yield even more specific information on such areas as extrinsic value of fund raising, successful solicitation techniques and presidential involvement.

Articles on Success Criteria of Community College Foundations:

Duffy, Edward F. "Characteristics and Conditions of a Successful Community College Foundation." Harvey W. H. Sharron, Jr., Editor. The Community College Foundation. Washington, D.C.: National Council on Resource Development, 1982.

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Glandon, Berton Lee "Critical Components of Successful Two Year College Foundations," (Doctoral Dissertation, Brigham Young University, 1987).

Hellweg, Susan A. "Requisites for an Effective College Grants Development Operation." Community College Review. 1980.

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Johnson, Jackie Juanita "A Profile of Selected High and Low-Performing Non-profit Foundations in Public Community, Technical and Junior Colleges in the United States." (Doctoral Dissertation, Virginia Polytechnic Institute and State University, 1986)

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Encouraging Increased Educational Fund Raising

Unfortunately, the doors of many corporations and foundations have been closed to community colleges. Many have policies excluding two-year institutions from their grantmaking. Community colleges should not ask for preferential treatment, but need to request the opportunity to compete with other institutions of higher education for available dollars and equipment.

In the past year several activities have occurred that will encourage community colleges to pay more attention to

corporations and foundations as sources of revenues for important programs.

First, the Council for the Advancement and Support of Education (CASE) created a Task Force on Corporations and Foundations in 1987. This task force includes acknowledged leaders in educational fund raising at community colleges, along with representatives from some of the biggest givers to higher education; IBM, Hewlett Packard, Sears Roebuck, Digital, W. K. Kellogg Foundation, Burlington Northern, Stewart Mott Foundation, Ford Motor Company, and ALCOA. The purpose of the Task Force is to share information and forge partnerships that will be mutually beneficial to colleges, corporations, and foundations.

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The CASE Task Force seeks to change the views of private grantmakers by giving them information about the mission of community colleges in our society. Private sector members of the Task Force have agreed to help community college representatives gain access to the philanthropic decision makers in major United States corporations and foundations. In exchange the community college representatives have agreed to push for better training of development staff and more awareness of private sector philanthropic trends by Presidents.

Additionally, at the request of the Task Force CASE compiled lists of major companies that do and don't match gifts to

Community Colleges. CASE found that 862 companies do match and 168 do not match gifts.

In response to the need for enhanced staff training, CASE solicited and received a grant from the Exxon Education Foundation to develop models for educational fund raising at community colleges. This project began in Spring, 1988.

As another response to needs for improved training and awareness, the American Association of Community and Junior Colleges (AACJC) awarded a fellowship for Winter 1988 to the author. One product of the fellowship was an analysis of the policies towards community colleges at America's largest corporations and foundations. These institutions set the pace for philanthropy in the United States and their receptivity to proposals from community colleges may be indicative of support from the entire private sector. The policies of 200 corporations and foundations were examined in a survey. A significant number, 48% of those studied do accept proposals from community colleges.

A second product of the fellowship was a review of more than 125 articles that have been written about community college educational fund raising. Many of these articles focused on how to approach corporations and foundations.

The key resources identified are as follows:

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Conclusions

Community college leaders who are on the fence about getting involved in private resource development, especially those reluctant to approach corporations and foundations, should jump now and land firmly on the side that commits their institution to an active fund raising program.

Community colleges are looking more frequently to corporations and foundations for assistance in funding important educational programs. The private sector is responding positively to the requests, but the full potential of private giving is yet to be tapped.

The community colleges that have been willing to finance a traditional educational fund raising program have been handsomely rewarded. They can be viewed as models for the development of programs by colleges not yet actively involved.

These colleges need more than ever to forge corporate and foundation partnerships because of tight budgets and perennial shrinking resources. The two-year institutions, as well as four-year universities, need state-of-the-art equipment and facilities along with scholarship support for students who will eventually serve business and industry. Partnerships can benefit the colleges, corporations and foundations alike.

Educational fund raising can help community colleges obtain the margin of excellence that enables them to achieve exceptional results. The 100 community colleges actively involved in fund raising enterprises serve as evidence that the promise can become reality if properly organized, funded, staffed, and lead.

Clearly, then, the successful community college president during the 1980's will recognize the increasing importance of institutional advancement activities; indeed, the extent of that appreciation will determine whether the community college achieves modest or exceptional results.

James L. Fisher
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of Education (20)

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Brigham Young University, 1987).
- (13) Duffy, Edward F. "Characteristics and Conditions of a Successful
Community College Foundation." Resource Paper No. 23,
Washington, D.C.: National Council for Resource
Development, 1980.
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Community Colleges and the Foundation: A National
Perspective." Harvey W. Sharron, Jr., Editor. The
Community College Foundation. Washington, D.C.:
National Council on Resource Development, 1982.
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Foundations: Characteristics, Roles, and Success."
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Case Currents. (January, 1988), 38-40.
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Institutional Advancement." New Directions for
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**Key Resources Guide For
Educational Fund Raising
At Community Colleges**

**By G. Jeremiah Ryan
Vice President, Institutional Advancement
Monroe Community College (NY)**

**Sponsored by the AACJC Fellowship Program
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The Codes following the articles cited that start with the letters ED or EJ indicate availability through the Educational Resource Information Center (ERIC).

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Introduction

Community Colleges are America's most successful component of higher education. Their success has been based on their ability to anticipate community needs, provide quality programs, insure access, and satisfy educational requirements. Because their successes are becoming better known, the public is now looking to community colleges to provide a greater breadth of programming. However, expectations of greater service have not been matched by corresponding increases in public funds. Community Colleges are responding by looking to education fund raising so they can reach their potential for greater service.

The funds raised have been used to guarantee access through scholarships, to retain faculty through special projects to meet special educational needs by sponsorship of special training programs, and to upgrade instructional programs by providing state-of-the-art technical equipment.

The educational fund raising efforts of community colleges have paid off. The Council for Aide to Education (CFAE) reported that community colleges raised \$65,512,000 in FY1987, up from \$64,601,000 nation-wide in FY1986. (1) The Foundation Directory reported that major Foundations increased their giving to community colleges from \$6,809,000 in 1985 to \$8,635,000 in FY1986. (2)

As the private resources have increased and the enrichment programs they help have been developed, educational fund raising programs should have proliferated. They have not. Impressive as the gains in educational fund raising have been, relatively few community colleges have benefited from the increased flow of dollars. Of the over 700 colleges that have created Foundations, only eight reported gifts of more than \$1 million in FY1986. In the five year period of 1982 to 1986, only 21 institutions raised a total of more than \$1 million. (3) Only 166 institutions participated in the most recent survey of the Council for Aid to Education. (4)

Why has there been so little participation in educational fund raising? Many researchers have studied the development of community college educational fund raising; the number of studies has increased dramatically since 1980. The principal reason documented in the research as to why so few educational fund raising programs have been started is fear: fear of public reaction; fear of the Foundation being too independent; and fear of the fundamentals of fund raising as they apply to community colleges.

This resource guide has been compiled so that community college trustees and presidents can overcome their fears by reading about colleagues who overcame their apprehensions and carried out

successful educational fund raising programs. Specifically, the Guide has listed research publications that have studied the most common concerns of community college leaders about educational fund raising: Obstacles to Starting a Foundation; the Role of the President; the Role of the Trustees; the Non-Fund Raising Role of the Foundation; and the Role of the Executive Director of the Foundation.

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The Associations

There are several professional associations that provide continuous opportunities for community college trustees, presidents and advancement staff to learn the practical aspects of educational fund raising. These associations all sponsor regional and national conferences and publish periodic journals and/or special topic reports.

Council for Advancement and Support of Education (CASE)
Dr. Gary H. Quehl
President
11 Dupont Circle, Suite 400
Washington, DC 20036
202/328-5925

American Association of Fund-Raising Counsel (AAFRC)
John Bailey
President
25 West 43rd Street
New York, New York 10036
212/354-5799

Conference Board
James T. Mills
President
1755 Massachusetts Avenue, N.W.
Suite 312
Washington, DC 20036
202/483-0580

Council for Aid to Education (CPAE)
Hayden Smith
Executive Vice President
680 Fifth Avenue
New York, NY 10019
212/541-4050

Council on Foundations, Inc.
James Joseph
President
1828 L Street, N.W. 12th Floor
Washington, DC 20036
202/466-6512

National Council for Resource Development
David Canine
President
Suite 410, One Dupont Circle, N.W.
Washington, DC 20036
202/293-7050

National Society of Fund Raising Executives (NSFRE)
Richard Wilson
President
1101 King Street
Suite 3000
Alexandria, VA 22314
703/684-0410

The Grantmakers Center
Norton Kiritz
President
650 South Spring Street
Suite 507
P. O. Box 6210
Los Angeles, CA 99014
213/689-9222

Independent Sector
Brian O'Connell
President
1828 L Street, N.W.
Washington, DC 20036
202/223-8100

Educational Fund Raising Definitions

The following definitions are presented because of their relevance and importance in understanding educational fund raising at community colleges.

Annual Fund

The annual fund provides a means by which all of the college constituents can participate in its support. The annual fund is the effort of the college to raise private gifts for the current operation of activities and programs of the institution. The annual fund is conducted on a regular basis during the year and repeated each year. The annual fund helps to establish the donors' habit of regular giving.

Capital Campaign

The capital campaign is the organized effort to obtain gift support for the institution's top priority projects. A capital campaign is usually developed to raise substantial funds for building, equipment, endowment, or a combination of all three.

Endowment

An endowment is funds which have been set up so that the principal remains inviolate and in perpetuity and that only the income from the investment of the funds may be expended. Endowment funds may be restricted for a specific purpose specified by the donor or the institution or may remain unrestricted as a general endowment to be used by the institution as important needs arise. It is an opportunity for an individual to perpetuate their interests forever.

Cultivation

Cultivation is the process by which a prospective donor becomes acquainted with the institution's mission, goals, and objectives. Cultivation is an ongoing process whereby the development staff, president, and/or volunteers communicate information about the college to a donor or prospective donor and receive comments, suggestions, and expressions of interest from him or her. Solicitation of gifts from a prospective donor usually occurs after cultivation.

Solicitation

Solicitation is the process of asking a past donor or prospect for a gift to an annual giving program or capital campaign in support of the institution. Solicitation can be personal, by telephone, or through a direct mail effort.

Major Gifts Campaign

The major gifts campaign is intended to secure large gifts, although the meaning of "large" may vary among institutions. It is a campaign that is not ongoing or recurrent as is the annual fund. The major gifts campaign concentrates on soliciting a select number of donors who have the ability to make significant gifts instead of appealing to a broad constituency. Contributions are directed toward institutional purposes that are identified as justification for a major gifts campaign.

Planned Giving

As a general definition, gifts in the planned giving category are those which do not pass simply and quickly from the donor to the receiver. Planned gifts range from simple bequests to life income trusts, insurance policies, and pooled income funds.

Resources

McNamara, Danette L. "The Roles of Institutional Personnel Connected With An Effective Two Year College Private Fund Raising Program". (Doctoral Dissertation in progress, Oklahoma State University, 1988)

Walters, Lex "Dollars Equal the Margin of Excellence."
Southern Association of Community and Junior Colleges
Occasional Paper. 5 (July, 1987).

The Major Resources

There are three major resources that the beginning community college educational fund raiser should consult. The most prominent work is The Community College Foundation edited by W. Harvey Sharron. Published in 1982, by the National Council on Resource Development, the Book is a "soup-to-nuts" primer on every aspect of starting a Foundation. Chapters in the book deal with legal, organizational, and programmatic fundamentals.

A handbook printed three year's earlier, Building Volunteer Support for the Two Year College, was edited by John E. Bennett, and published by the Council for the Advancement and Support of Education. This publication has valuable chapters dealing with the establishment of corporate and alumni solicitation programs, and the issue of private giving to public colleges.

The third major resource is a Jossey-Bass, March 1982, publication entitled New Directions for Institutional Advancement. This publication also includes important chapters on corporate and alumni giving. It also includes two discussions of the president's primary role in fund raising.

The Key Resource Guide

1. Alumni Giving

Jennifer Kerns (1986) and her organization, the Junior and Community College (1986) Institute, have produced two excellent articles on alumni fund raising. The institute's paper deals with the potential for alumni giving and systematically deals with the "it won't work" myths that are prevalent today. Kerns deals with the wide range of programmatic options available for institutions that choose to develop alumni as a resource. Rock (1981) describes a case study of an alumni program that was widely regarded as a model in the early 1980s.

Junior and Community College Institute. Two Year College Alumni: An Untapped Resource. Washington, D. C.: Junior and Community College Institute, 1986. ED278457

Kerns, Jennifer R. "Two Year College Alumni Programs into the 1990's." Paper Presented at the National Workshop on Two Year College Alumni Programs of the Junior and Community College Institute (Washington, D.C., June 26-27, 1986). ED277435

Kopecek, Robert J. "The Alumni - an Untapped Reservoir of Support." Paper Presented at the "Creating New Markets" Conference of the National Council on Community Services and Continuing Education, Denver, Massachusetts, 1980. ED195317

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Slabaugh, Darrell E. "Serving Diverse Alumni." Building Voluntary Support for the Two Year College. Washington, D.C.: Council for the Advancement and Support of Education, 1981.

Stoddard, Robert L. "Alumni and Fund Raising in the Rural Community College." W. Harvey Sharron, Jr., Editor. The Community College Foundation. Washington, D.C.: National Council for Resource Development, 1982.

2. Case Studies of Success

Angel and Gares (1981) present the data they accumulated in a nation-wide survey. They detail the characteristics of successful fund raising programs at nine community colleges. Graham (1983) and Weidenthal (1982) are institutional case studies that explain specific programs and levels of resource commitment.

Angel, Dan, and Gares, Dale "Profile of Nine Community Colleges with Successful Foundations," Community and Junior College Journal. 52 (November, 1981), 7-8. EJ258282

Bock, Daniel E., and Sullins, W. Robert "The Search for Alternative Funding: Community Colleges and Private Fund Raising," Community College Review. 15 (Winter, 1987) 13-20.

Graham, Florence R. "Making Foundations Work." Paper Presented at a Meeting of the Virginia State Board for Community Colleges, November 1981. ED255254

Graham, Florence R. "The New River Community College Educational Foundation, Inc." The Educational Resources Information Center, 1983. ED238457

Higbee, J. Marvin and Stoddard, Robert L. "Paving the Way to Prosperity." Community and Junior College Journal. (October, 1981). EJ254115

Lake, Dale B. "Founding a Foundation: A Mini Case Study." Community and Junior College Journal. 52 (November 1981), 21-23. EJ258287

Olivanti, Richard A. "Founding a College Foundation: A Mini Case Study." Community Service Catalyst. 13 (Spring 1983) 14-16. EJ279854

Tidewater Community College Educational Foundation. "Guidelines Manual for Fund Raising and Donations." Educational Resource Information Service, October, 1983. ED243551

Webb, Robert D. and Jackson, Richard J. "Teaming Up for Resource Development." Community and Junior College Journal. 50 (September, 1979), 40-41. EJ216542

Weidenthal, Maurice B. "Beating the Odds in Ohio." Community and Junior College Journal. 53 (October, 1982) 44-47. EJ268728

3. Corporate Giving

Kendrick (1981) describes how a case for private giving can be made by demonstrating to corporations how community colleges save corporations time and money. Pokrass (1986, 1988) details specific ways that community colleges can assess and cultivate corporate giving projects.

Ballard, William J. "It's All in the Community: Community Colleges Can Win Corporate Support," CASE Currents (November, 1981) 43. EJ253925

Green, Joan "For Foothill College: Corporate Partnerships Are Win-Win Situations." AGR Reports. 17 (November/December, 1985), 30-32. EJ328248

Kendrick, Dale A. "Foundations and Corporations: National Resources for Your College." Building Voluntary Support for the Two Year College. Washington, D. C.: Council for the Advancement and Support of Education, 1981.

Milligan, Frank G. "Corporation Solicitation - SUNY Style." A Paper Presented at the State University of New York's Conference on Corporate Giving, Corning, New York, November, 1982. ED225625

Moore, George E. "Corporate and Foundation Support for Public Institutions." Michael J. Worth, Editor. Public College and University Development: Fund Raising at State Universities, State Colleges and Community Colleges. Washington, D.C.: Council for the Advancement and Support of Education, 1985.

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Sharron (1982A, 1982B, and 1978) and Woodbury (1973, 1980, 1981) are the basics of building foundations at community colleges. Woodbury is excellent at presenting specific steps and the chronology of those actions. Sharron is best at board of director building, answering the problematic question of "why give to a public community college" and the identification of specific fund raising program objectives.

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Nusz, Phyllis Jane "Development of Guidelines for Establishment and Operation of a California Community College Foundation." (Ed.D. Practicum, Nova University, April 1986). ED273315

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5. Executive Director's Role

Gross (1982) explains the technical, human and conceptual necessary to be an effective executive director. Garlock and McKee (1986) present an interesting test for determining where an executive places himself on the continuum of needs based fund to develop to the chasing of dollars for dollars sake. Mays (1985) dissertation quantifies the most prevalent characteristics of development officers.

Garlock, Jonathan, and McKee, Fred, "Values and the Development Office". Resource Paper, National Council for Resource Development, Washington, D.C., 1986.

Gross, Edmund K. "The Role of the Executive Director." Harvey W. H. Sharron, Jr. The Community College Foundation, Washington, D.C.: National Council on Resource Development, 1982.

Mays, S.B. "The Characteristics, Functions, Behaviors and Effectiveness of Development Officers in American Public Community Colleges." (Doctoral Dissertation, Virginia Polytechnic Institute and State University, 1985)

Mays, Sylvia A. and Vogler, Daniel E. "The Linkage Between Community Services and College Development." Community Services Catalyst. 15 (Summer, 1985), 10-13. EJ320166

Rowh, Mark "Leadership for the Development Function in the Two Year College." Greenville Technical College, S. C., Educational Resources Information Center, 1987. ED278459

Webb, Robert D. and Jackson, Richard J. "Resource Development and Lake Land College." Community College Review. 6 (Full, 1978) 34-36. EJ194703

6. Non-Financial Roles of the Foundation

Henry's (1988) dissertation presents the importance of the various marketing roles of the foundation. Keener (1982) describes how foundations have roles in institutional planning, community improvement, and faculty enrichment that go beyond fund raising per se.

Blanshard, P., Jr. "Establishing Foundation Aids Community College's Service." Fund Raising Management. 7 (1975) 40-43, 57.

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7. President's Role

Fisher's (1982) rules for presidential involvement are an appropriate guide for a president who has not yet become immersed in fund raising. Robertson (1981) gives the perspective from the presidents chair. Schulze's (1988) dissertation proves that presidential involvement often translates to success in fund raising.

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Sims, Howard D. "The President as Money Manager." Community and Junior College Journal. 48 (1978), 20-24.

8. Public Colleges and Private Giving

Stetson (1984) presents a valuable historical perspective for private giving to community colleges. The history is complemented by Ryan (1987) who debunks the popular myths of the unacceptability of private fund raising at community colleges. Polk (1981) forth rightly presents the case for private giving to community colleges.

Bennett, John E. Building Volunteer Support for the Two Year College: How-to Information on Fund Raising, Community Relations, News/Information and Government Relations. Washington, D.C.: Council for the Advancement and Support of Education, 1979.

Bremer, F. H., and Elkins, F. S. "Private Financial Support of Junior Colleges." Junior College Journal. 36 (1965), 16-19.

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9. Revenue Enhancement Role

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Bailey, Anne Lowrey "Their Budgets Cut, 2-Year Colleges Turn to Aggressive Fund Raising." The Chronicle of Higher Education (September 5, 1986) 57-60. EJ340212

Bock, Daniel E., and Sullins, W. Robert "The Search for Alternative Funding: Community Colleges and Private Fund Raising," Community College Review. 15 (Winter, 1987) 13-20.

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Degerstedt, Lynn Maurice "Non-Profit Foundations Formed by Public Community Colleges: Profile of Their Use for External Funding." (Doctoral Dissertation, Brigham Young University, 1980). Dissertation Abstracts International, 1980, 40, 3723A.

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- Watkins, Beverly T. "2-Year Colleges Step Up Pursuit of Private Funds." The Chronicle of Higher Education. (April 18, 1984) 1, 14.

10. Special Funded Programs

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